

THE EFFECT OF AUDIO VISUAL MEDIA ON STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT GRADE XI OF SMKN 4 TANJUNGBALAI IN 2017/2018 ACADEMIC YEAR

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Abstract

This research is aimed at knowing the Effect of Audio Visual Media on Students' Ability in Writing Analytical Exposition Text at Grade XI of SMKN 4 Tanjungbalai in 2017/2018 Academic Year. The population of this study was about 120 students. The media of this study was Audio Visual Media by using some interactive videos from YouTube. And each of students was given an essay test that consisted of 3 topics, and they had to choose one of topic and developed it into an analytical exposition text that had been explained by using an interactive media. This study had 60 students as sample, 30 students as experimental group and 30 students as control group. This study used video in teaching and learning process. The total score on students' ability in writing analytical exposition text taught by using audio visual media was 2470. It was higher than using conventional media. It was shown by the difference of the mean score of the students that taught by using audio visual media. While the mean of conventional media was 6. The result of calculation of t-test shows that the value of t-test (8,30) is bigger than the value of t_{table} (2,00), ($T_{value} > T_{table}$ with $0,46 > 2,00$ (0,05 / 15%) with 68 df). It means that using audio visual media in writing analytical exposition text is accepted and effective .

Key words: Writing Ability, Analytical Exposition Text, Audio Visual Media

INTRODUCTION

Language learning is a complex process: in this process, language teachers cannot be far away from the technology, which is the application of scientific knowledge to practical tasks by organization that involve people and machines. It is a fact that technology cannot be

separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need relevant technologies to the teaching learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school,

architecture, teaching organization and finance.

As an international language, English is spoken in many international events and it is used as a medium for information in education, science, technology, culture, etc. In Indonesia, English is one of the compulsory subjects taught in educational institutions from junior high school to university. English is one of important language in the world and using English is easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics. It is important to be learned in other to improve the quality of social life. English language most widely used in the world. Therefore, it is important to master and learn it.

Writing is one of the important skills that should be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on papers in their very best way and purposes. There are some reasons why writing is regarded as a difficult aspect in English. Teachers do not use media in teaching and learning process in English subject, so the students are difficult to generate and organize ideas by using an appropriate choice of vocabulary, tenses, and develop ideas into a coherence text.

Nowadays, English subject is believed as a scary subject by students. They do not have interest in English because English materials are difficult for them. Most of them cannot write a text because they do not have basic in English, lack of vocabularies or their teachers still use old method in this modern era. So, it makes students are difficult to understand about English. Not only that, we can see some phenomenon that happen in our surrounding. Students are prefer playing games in internet, browsing, chatting in social medias and watching videos than reviewing their subjects at school. So, this study will use audio visual media to make students interested and easy to understand about English subject.

Audio visual media is an interesting media, because the students can see and hear an object clearly by using video. Usually they like to watch video on you tube, so this study use video to have their attention in teaching and learning process. It can stimulate their brain to focus on a subject and it can influence their writing ability.

Based on an observation and interviewing in the grade XI of SMK N 4 Tanjungbalai, there were some difficulties faced by students in grade XI in writing analytical exposition text. They did not have an idea to write, confused in choosing a topic, they got stuck in making differences between analytical and hortatory text

and also difficult to organizing ideas by themselves. Their writing skill is still low.

The English teachers just gave explanation and exercises in teaching writing without giving a clear example to make the differences between both exposition text. It made students less comprehended, less interested in writing, and made students feel bored. These problems are important to be solved, therefore students get more comprehension in writing analytical exposition text. An interesting media is needed in teaching writing skill to increase their ability and insight to develop students' skills.

So this study purpose is "The Effect of Audio Visual Media on Students' Ability in Writing Analytical Exposition Text at Grade XI of SMK Negeri 4 Tanjungbalai in 2017/2018 Academic Year"

THE RESEARCH METHOD

This research had been done at second semester in 2017/2018 Academic year. It has been conducted on 29 January 2018 until 10 February 2018. Population is the larger group about which the generalization is made called as population. The population is defines as all members of any well-defined class of people, events, or object. The population of this study was the eleventh grade of SMKN 4 Tanjungbalai. The number of

population was about 120 students. It was classified into four classes.

In this study, it used the quantitative approach. According to Dornyei, "Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzing primarily by statistical method." It is a study which measures the effect of using Interactive media in teaching writing of Analytical Exposition text. This study used quasi-experimental design. Cook and Campbell in Dornyei state quasi-experiments are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that the researchers be aware of the threats to both internal and external validity and considers these factors in their interpretation.

Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible. The use of this design, basically,

because of the problem of the study in which, the writer want to find the answer may be answered using quasi-experimental design. In a typical school situation, schedules cannot be disrupted nor classes reorganized to accommodate a research study. In such a case, one uses groups already organized into classes or other preexisting intact groups. The nonrandomized control group, pretest-posttest design is one of the most widely used quasi-experimental designs in educational research.

This study took the eleventh grade students of SMKN 4 Tanjungbalai as the subjects of the study. The subjects divided into two groups, the first group became experiment group that teaching by interactive video media and the second group became control group that teaching without interactive video medias.

This research used tests as instruments of data collection because the students' writing score can be known by using tests.

A test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to over peak performance, knowing that their responses are being measured and evaluated.

Tests can be useful devices among other procedures and tasks designed to assess students. Brown states a test, in plain word, is a method of measuring a person's ability or knowledge in a given domain. A test may be defined as an activity whose main purpose is to convey (usually to the tester) how well the tester knows or can do something.

In this study, there were three procedures made collect the data. They were as follows;

1. Pre-test

Both groups were given the same pre-test first to know the students' comprehension before the treatment was given. The test was an essay where the students were given three topics about analytical exposition text and they chose one of them and developed it into a good text.

2. Treatment

The experimental group was taught by using audio visual media, while the control group was taught without using audio visual media. And in this treatment, the students watched some videos and animation about some events and activity in their surrounding and then they would get explanation about what analytical exposition is, and they were given time to discuss about a topic with their group.

3. Pos-test

Both groups were given a post-test after teaching presentation. It

was used to find out the different scores between the groups. Post-tests were be the same with the test in pre-test or not. The test was same like pre-test. It was an essay where the students were given three topics about analytical exposition text and they chose one of them and developed it into a good text.

In this study , it assigned the students to write analytical text based on the story of analytical text in interactive video media shown. The tests were done twice, they were pre-test and post-test in experimental group and control group.

DATA AND RESEARCH

The Data

The data of this research was purposed to find out that audio visual media could give significant effect on students' ability in writing analytical exposition text. The data consist of results from the implementation of audio visual media and conventional media. The research was taken at grade XI of SMKN 4 Tanjungbalai. The sample were XI TKJ 1 that consist of 30 students as experimental group and XI RPL 1 that consist of 30 students as control group.

The Data of Experimental and Control Group

The students` score in pre-test and post-test in experimental group and Control group can be elaborated as follow:

This data was taken in XI TKJ 1 in SMKN 4 Tanjungbalai that consisted of 30 students showing that students' score in pre-test was lower than post-test. The mean of students' score in pre -test was 45. After giving the treatment by using audio visual media (attractive videos from YouTube), it increased 42% and the score mean was being 82 in post - test. Meanwhile, the mean of students' score in pre - test was 40. After giving the treatment by using conventional media, it just increased 25% and the score mean was being 67 in post – test and it did not get the standard minimum score in English subject.

Data Analysis

This data analysis was got after giving the treatment to experimental group by using audio visual media and using conventional media in control group. From both tables, it showed that using audio visual media in teaching writing at grade XI of SMKN 4 was effective and it could make students' score higher than using conventional media.

Discussion

The result of the data analysis showed that the Audio Visual Video media gave significance effect on the students' writing scores for the XI

grade students at SMKN 4 Tanjungbalai. The students who were taught using the interactive video media got higher scores than students who were taught without using interactive video media. It was proved by the mean scores of the students who were taught using the interactive video media was 82 and the students who were taught without using the audiovisual media was 67. Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at 5% and at 1% the level of significance or $5,83 > 2,470 > 8,30$. It meant that H_a was accepted and H_o was rejected.

In addition, the result of t test calculation using SPSS 18.0 found that the interactive video media also gave significance effect on the students' writing scores. It proved by the value df $T_{observed}$ was greater than t table both at 1% and 5% the level of significance or $5,83 > 2,470 > 8,30$.

The finding of the study interpreted that the alternative hypothesis state that the interactive video media increases the students' writing scores for XI grade students at SMKN 4 Tanjungbalai was accepted and the null hypothesis state that the interactive video media does not increases the students' writing scores for the XI grade students at SMKN 4 Tanjungbalai was rejected. The most component that got effect from using interactive

video media was the content. Because the students can be seen and can be heard the story from interactive video showed by the writer, so they are easier to develop the content of the story in Analytical Exposition text.

Based on the result findings of the study, it was shown that the interactive video media gave significant effect in increasing the students' writing achievement during the instructional process. Interactive video media implemented in this study consists of some steps. Those are; 1) deciding on the school syllabus and material, 2) organizing the group of the students, 3) providing the situation to be interactive video media played, 4) teaching the example of analytical text, 5) guiding the students to draft the analytical text based on the media played, 6) guiding the students to write the analytical text based on the media played, and 7) guiding the students to develop the analytical text based on the students own word.

There were some possible reasons why the interactive video media was effective in teaching writing at XI grade students at SMKN 4 Tanjungbalai. First reason was when the writer taught English using the interactive video media, indirectly gave the students some experience practice, where the students unconsciously remember the analytical text in the learning material that have learned in their

school. Second reason was when the writer taught English using the interactive video media, the students gave their attention to the media played. Third reason was when teaching English; the writer taught English using the interactive video media based on their learning material which suitable with their environment or contextual learning. It made students could comprehend the material easier.

These findings were suitable with the theories as stated in chapter II. First, interactive video media can be very interesting media for learners for using English in real life situations and express it in writing ability. When the students interest with their class they would be motivated to learn. Second, interactive video media demonstrated about cases that often appear. The students not only knew what the English vocabulary is and how to spell it, but also they could develop it in a paragraph. The Third, Interactive video media was the media that used in the education to help the students to improve their ability. It was as tools to help the teachers to give a visual experience to the learners in order to support, make clear, and easy the complex concept and abstract concept to the simple concept, concrete concept, and easy to understand. Because of that, interactive video media can be used to increase applicability and retention of the learners toward the

lesson. Fourth, interactive video media as a teaching resource and as a tool to improve the teaching of curriculum content is almost always in the hands of the teacher and tends to be the first step to integrating this medium into curriculum development at learning centers. As a technology tool it has the capacity to capture learners' interest and connect school life with everyday world.

Although based on statistical calculation interpreted that the alternative hypothesis state that the interactive video media increased the students' writing scores for XI grade students at SMKN 4 Tanjungbalai was accepted, but there were some students still classify as fair in writing. The reason of this fact is the increasing of students scores mostly taken place in content and organization, but in grammar, vocabulary and punctuation they still have many difficulties. Based on statement above interactive video media was appropriated because the interactive video media facilitated the students what and how something is done.

Conclusion

Based on the result of data analysis from the students' gained score of writing descriptive text test from experiment group, which was taught using interactive video media and the gained score of control group, which was taught without

using interactive video media were significantly different (tobserved = 2.470 > ttable = 5,83(5%) and 8.30(5%)) and SPSS 18.0 = (tobserved = 2.470 > 5,83(5%) and 8.30(5%)) at 1% and 5% the level of significance.

This indicated that the alternative hypothesis stating that the interactive video media increases the students' writing scores in analytical exposition text at XI grade students of SMKN 4 Tanjungbalai was accepted and the null hypothesis stating that the interactive video media does not increase the students' writing scores in analytical exposition text at XI grade students of SMKN 4 Tanjungbalai was rejected. It meant that if the students were taught English by using interactive video media, the students' English scores would be higher than without using interactive video media. It can be proved by the difference between pre test and post test. The interpretation above answers the problem of study that interactive video media gave significant effect of the students' writing scores in analytical exposition text at XI grade students of SMKN 4 Tanjungbalai.

Suggestion

Based on the findings of this study, the writer would like to propose the suggestions for the students, the teachers and the researchers.

1. For the students

Interactive video media demonstrate the event that can be heard and can be seen. It is the media that used in the education to help the students to improve their ability. Therefore, the writer recommended to the students for using interactive video media to learn English especially writing as much as possible. So that can improve their language skills, because English is international language that used as a tool for interaction and communication between the people in the world.

2. For the teachers

The English teacher in SMKN 4 Tanjungbalai could use interactive video media as an alternative media to teach writing skill at SMKN level to improve the students understanding and ideas. Because it as tools to help the teachers to give a visual experience to the learners in order to support, make clear, and ease the complex concept and abstract concept to the simple concept, concrete concept, and easy to understand. So, the writer recommended the teachers to use interactive video media to make the teaching learning process more alive and meaningful, so that can help students to improve their writing ability especially and their English ability generally.

The English teacher should consider some aspects in implementing the technique. They are: first, the teacher should set the

time as effective as possible. Second, the teacher should deliver the explanations or instructions. Using clear voice and clear explanations or instructions to get the students understand with the main purpose of the learning activity. Third, the teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still have poor vocabulary

3. For the Future researchers

This research can be used as sources and example to do another variation media in teaching English subject easily. The writer realized that there were still many weaknesses. The future researchers can improve this study with better design and different object in order to support the result findings.

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